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ABSTRACT

This document includes summaries of the annual evaluations of the five major programs in St. Louis funded under Title I of the 1965 Elementary Secondary Education Act. The general purposes of the Reading Improvement Teams program were to improve the reading skills of the children with the greatest reading problems in the Title I schools and to broaden and improve the materials and techniques used for teaching reading by the classroom teachers in the program. The Rooms of Fifteen program had three general purposes: (1) to improve the basic academic skills of faltering elementary students to the point where they can succeed in a regular classroom; (2) to improve student attendance; and, (3) to influence children toward growth in self-confidence and toward overcoming feelings of defeat and frustration. The Title I Lincoln High School was designed to intervene in the problems of the inner city student who has trouble adjusting to school. The South Grand Work-Study High School was designed to recruit dropout-prone students in the Title I schools and influence them to stay in school and graduate through a program of job training and services. The Nonpublic Schools program has two general purposes: to improve the basic academic skills of Title I eligible children, and to provide inservice training and facilities to Title I teachers in nonpublic schools. (Author/JM)

ED 073196

REPORT ON ESEA TITLE I EVALUATION FOR 1971-72

Office of Planning and Program Development
1517 S. Theresa, St. Louis, Mo. 63104
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November, 1972

Clyde C. Miller, Superintendent
St. Louis Board of Education

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PREFACE

Last year was an interesting and challenging one for those working with the programs funded by Title I of the Elementary and Secondary Education Act. With the Reading Improvement Teams (RIT) St. Louis had virtually a new program to get off the ground—a program that involved a staff of over 1,000 and close to 13,000 students the first year. In connection with the RIT, St. Louis was also able to accomplish some of the system's long range objectives for professional development of teachers and administrators through massive but coordinated inservice opportunities focused on their expressed needs for training. This brought the system closer to still another goal—an Inservice Center which will be open year round to provide continuous opportunities for professional development.

The RIT program evolved from the Title I Remedial Reading program in which trained reading teachers in Title I schools provided individualized remedial reading instruction to approximately 50 students each. The instruction was additional to regular classroom instruction. During 1970-71, its last year, that program had 73 teachers and served 3,699 students. The RIT program more than tripled the number of students served and increased more than tenfold the number of people directly involved in improving the reading skills of Title I children. But of greater significance than the increased numbers was the *teamwork* concept upon which the RIT was established. This required a fundamental change from the concept of contained and exclusive responsibility of a teacher for his class to the acceptance of shared responsibility among an entire group of trained individuals, each of whom bring a special expertise or level of ability to the effort. Change in attitudes and teaching habits does not happen naturally or easily; neither does teamwork. Both require vast amounts of disciplined work, re-training, and patient goodwill. The gains achieved by the RIT students during this first year is testimony to the professionalism and dedication of the teachers, the administrators, the aides, and the volunteers in the program.

The large number of team members and the necessity of training inherent in the RIT design made the program the natural fulcrum for professional development of Title I personnel. A total of almost 5,000 hours of inservice were provided by the RIT program during the past year, and approximately two-thirds of this was offered during the summer for the benefit of administrators, teachers, and aides in all of the Title I programs. The summer offerings were all organized to meet expressed training needs of Title I personnel and included reading clinics, workshops for administrators, graduate courses at local colleges and universities, and a series of 62 workshops offered over a period of six weeks. The enrollment (duplicated) in the workshops alone was close to 2,100. One of the basic goals of every one of the inservice sessions

was to identify and develop resource persons who could replicate the training, formally and informally, for others in the school system. Thus the benefits spread. The schools already have a small but growing pool of trained talent to call upon for special needs and ongoing staff development.

This coincides happily with the realization of plans for an Inservice Center which will provide continuous, year-round inservice opportunities and resources. The center, which should open shortly, combines the inservice efforts of Title I and the Targeting Resources on the Educational Needs of the Disadvantaged (TREND) projects. The resource people who have already been identified and who are intimately aware of the needs of the school system will be among the major contributors to the center's activities.

The challenges of RIT and 5,000 hours of inservice should not, however, obscure the efforts and accomplishments of other Title I programs. The Rooms of Fifteen, the oldest continuous Title I program, continued to help youngsters who had fallen behind in school to master the basic skills they needed in order to succeed in school. The Work Study High School and Lincoln High School provided alternative programs which kept frustrated high schoolers in school and taught them both job skills and skills in coping with their own problems. The staff of these two high schools spent long hours last year improving their instructional programs by developing performance objectives for each course. This, too, accorded with the broader goals of the school system to move in the direction of curriculum based on performance objectives and toward management by objectives with the schools.

Not all was progress however. A change in the ESEA guidelines on eligibility had reduced the number of students Title I could serve last year. The guidelines established a grade level deprivation scale and students living in Title I areas had to be identified as eligible according to that scale in order to receive any Title I service. Last year that scale began at three months deprivation for first graders, four months for second graders, five months for third graders, and so on, adding one month deficiency for each grade level advanced. Last spring a new change in guidelines was issued which created an even more restrictive scale. In order to qualify for Title I services now, a student in the first grade must show two months deprivation, a second grader must show four months, a third grader, six months, and so on with the months of deprivation doubling the grade level achieved. The geographic guidelines remain the same—a student must live in an area which has been declared a Title I eligible area; however, these areas change as families move within the city. While there can be no quarrel over the propriety of help going to students who need it most, it is illustrative of the problems of public education that resources are not provided to help all of the students who need it. When most studies show that students who start out behind fall further behind as they go along, there seems to be little reason in a guideline that at best only delays a student's participation in a remedial program he needed much earlier.

The reports which follow summarize the annual evaluations of the five major Title I programs in St. Louis. They contain brief descriptions of the programs and their objectives, but primarily report on the evaluations. At the end of each section is a statistical summary sheet which provides at a glance the details of the more significant statistics reported in the text. Anyone who would like additional information about a program or who would like to read the evaluation in its entirety is invited to contact the person listed on the cover sheet of each section or the Office of Planning and Program Development.

TABLE OF CONTENTS

Reading Improvement Teams 9

Rooms of Fifteen 21

Lincoln High School 29

Work-Study High School. 39

Nonpublic Schools 51

Reading Improvement Teams

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READING IMPROVEMENT TEAMS

GENERAL PURPOSE

- To improve the reading skills of the children with the greatest reading problems in the Title I schools.

- To broaden and improve the materials and techniques used for teaching reading by the classroom teachers in the program.

PROGRAM DESCRIPITON

The Reading Improvement Teams (RIT) were formed to work with students who have the most severe reading problems in the Title I schools. Last year, which was the teams' first year of operation, there were 66 teams and they served approximately 13,000 students at 68 schools and branches. Their work concentrates on diagnosis and prescription directed toward improvement in reading comprehension and on development of positive attitudes toward reading.

The Reading Improvement Team program evolved out of the Title I Remedial Reading program which had been very successful in improving reading. The new team design increased the number of students the program could reach and involved a greater number of school people in the reading improvement effort. The team at each school usually consists of the principal, a reading assistant, a remedial reading teacher, a reading aide, ten classroom teachers, and in some cases, Career Opportunity aides and volunteers. As a team they are expected to share ideas and techniques, communicate about the needs, skills, and progress of the students, and support and reinforce each others' work with the students.

The responsibilities of each team member divide along natural lines. The *principal* supervises the team in his school and coordinates its work with the total school program. His is a key role in developing team spirit and assuring efficient operations. The *reading assistant* has both coordinating and teaching responsibilities. As a coordinator he is responsible for the team's schedules and activities, for providing on-site inservice training for reading aides and classroom teachers on the team, and for testing, diagnosing and prescribing for student needs. His teaching responsibility last year was to provide remedial reading instruction to approximately 170 students but this number has been reduced to 120 for the coming year. The reading assistants have *reading aides* who help them with testing, record keeping, preparation of materials, and tutoring students. The *remedial reading teacher* is responsible for the instruction of the 50 to 100 students in the program who are furthest behind. He works with the students individually, meeting with them singly or in small groups. The amount of time spent

with each student ranges from 2-1/2 to 5 hours a week. The *classroom teachers* on the team are those who have the greatest number of poor readers in their classrooms. They continue to provide the basic reading instruction but are expected to reinforce and build upon the work done by the reading assistant and remedial teacher. Classroom teachers also receive help from the reading assistant in broadening and improving their skills in teaching reading.

The school system and project personnel specify the areas of responsibility and the program objectives of RIT but otherwise each team has the flexibility to organize its program to accommodate the needs of their students and their particular school situation. Operational decisions are made on the basis of the diagnosed needs of the students and the materials, staff, and facilities available at the school. For example, some reading assistants work with students in a corner of the regular classroom, while others have their own classroom or reading center where they can meet with students. Most remedial teachers have classrooms or reading centers where they can work, but for others the only place available to work alone with a student is the corridor. Also, there is variation from school to school in the number of students served by the reading assistant, the remedial reading teacher, and the classroom teachers.

Because of the remedial and individualized nature of the instruction, there are no required curriculum or materials to be used by the RIT. However the instructional program of all of the teams concentrates on reading comprehension and the development of a positive attitude toward reading. Last year there were some program funds available for the purchase of needed new materials, and the teams used this and the materials and equipment on hand at the school which were usually—but not always—modern and appropriate to remedial reading instruction. Generally many of the same materials and methods were used by all of the teams. These included reading labs and kits, a variety of commercially available games, controlled readers, cassettes, listening centers, and reading series. There was also considerable use of teacher made materials and reading games.

State Department of Education guidelines specifying the amount of educational deprivation determine which of the Title I eligible students may receive the services of the teams. During the 1971-72 school year, in order to participate in RIT a child in the first grade had to be three months below grade level in reading comprehension, a second grader had to be four months, and so on, adding one month deficit for each grade level advanced. This was changed for the 1972-73 session. Now a child in the second grade must be four months below grade level in reading comprehension while for third graders and above, the level of deprivation must double the grade achieved. For example, a third grader must be six months behind and a fourth grader eight months behind. The reading scores are obtained from the Reading Comprehension subtests of the Gates-MacGinitie for grades one through three and from the Iowa Test of Basic Skills (ITBS) for grades four through eight.

The design of the RIT program calls for extensive inservice training for all the team members. The reading assistants are responsible for training the teachers and aides on their team in the use of materials and techniques for remedial work. On a broader level, the Title I supervisor, the inservice coordinator, the curriculum center staff, and the district curriculum specialists have the responsibility for conducting training and organizing workshops in appropriate areas for all of the team members. The training takes place both during and after school hours. A more specialized inservice feature is extensive communication skills training for the teams for the purpose of helping the members to develop and maintain smooth working relationships and to function effectively and efficiently as a team.

In addition to the variety of inservice during the school year, extensive training opportunities covering an even more comprehensive range of topics were provided during the summer of 1972. A summer inservice workshop program presented a total of 62 workshops over a six-week period. Some of the workshops were presented more than once and some simply represented different approaches to a single topic. The content of the workshops was based on the responses to a needs assessment questionnaire sent to all RIT members and also to personnel in other Title I programs. Workshop leaders included resource people from the school system, consultants from local universities and organizations involved in educationally related areas, and consultants who are nationally prominent in their fields. The subject areas were diverse, including diagnosis of reading problems, different approaches to teaching reading, the use of games and teacher made materials in teaching reading, individualization and alternatives to large group instruction, the use of paraprofessionals, behavior modification, humanizing classroom relationships, improving communication skills, different approaches to problem solving, and many others.

This smorgasbord of workshops was held primarily for the benefit of the members of the RIT but provisions were made for the participation of personnel working in other Title I programs, including nonpublic personnel. Most of the workshops, which were held in the afternoon to avoid conflict with district level programs in the morning, lasted five afternoons.

On the district level, each of the four Title I districts conducted summer programs at selected school sites. The programs were from four to six weeks long and related to improvement of teaching reading. The format of most of these summer programs was for the teachers to spend a portion of the time in workshops learning new skills or making teacher-made instructional materials and to follow this up with practice in applying the skills or in "testing" the new materials with RIT students in the summer program. This format naturally provided the teachers immediate feedback on how well they had mastered a skill or how well a teacher-made game would go over with the students. Some of the schools structured practice in writing learning packages and team teaching into this format. Another feature of the district summer program was

training in the use of audiovisual equipment and teaching aids in the district Media Resource Centers. Principals who were members of the RIT also participated in several workshops specifically for principals, covering such topics as "Administering a Successful Reading Program," "Research Utilizing Problem Solving," and "Group Problem Solving Techniques." Finally, two courses providing graduate credit—one in remedial reading and one in teaching children with atypical learning patterns—were arranged with a local university and college.

PROGRAM EVALUATION

Although the Reading Improvement Teams evolved directly from the Remedial Reading program which had been successful for many years, 1971-72 was the first year of operation under the new team design. In considering the objectives for the first year, the staff, in consultation with the evaluator, decided not to attempt to predict specific reading gains for the students by grades but to concentrate on implementing the program and to try to reach 10 months gain for all grades during the school year. They suggested using the first year achievement results as baseline data for more specific objectives during the second year. They did establish general objectives which they hoped to achieve, but did not specify the criteria for measuring their achievement. These objectives in order of the priority given them by the staff were:

1. To improve the RIT students' reading skills.
2. To improve the RIT classroom teachers' remedial reading teaching techniques.
3. To improve the RIT students' attitude toward reading.

All of the data, which includes standardized test scores, questionnaire responses, and observations of the evaluator, supported the conclusion that these objectives were accomplished with substantial success.

The rate of gain by RIT students the first year was greater than the national norm.

Of the approximately 13,000 students enrolled in the program, matched pre- and post-test achievement scores in reading comprehension were available for 8,251 from grades 1-8. The scores were from the Gates-MacGinitie Reading Test for students in grades 1-3 and the Iowa Test of Basic Skills (ITBS) for 4-8 graders. The average gains shown by the scores were greater than the national norm of 10 months for the school year except for the 4th grade which had a 9.2 month average gain. The greatest gains were made in the 2nd, 3rd, and 5th grades. See Table 1 at the end of this section for the average gains by grade level.

The average gains in reading comprehension for grades 4-8 were compared to average gains made in these grades by all students in Title I attendance areas and by students city-wide. The RIT gains surpassed both the city-wide and the total Title I

area gains. The comparisons are shown in Figure 1 at the end of the evaluation. No comparison was made for grades 1-3 because there is no uniform city-wide testing program for these levels.

In the context of the high gains averaged by most of the RIT students, and considering the particularly large advancement made by 2nd, 3rd, and 5th graders, the relatively low showing by the 4th graders requires examination. No single explanation is apparent, but at lease one special circumstance exists in the 4th grade that does not exist program-wide. In the city schools the equivalents of the 1st through 3rd grades are ungraded levels. At the 4th grade, however, the children are moved into a traditionally graded classroom environment where the emphasis is on the content of different subject areas rather than primarily on basic skills. It is not known how much, if any, effect this condition has on achievement in the 4th grade, but as Figure 1 indicates the 4th grade average gains city-wide and in Title I attendance areas are less than the gains in other grades. It was recommended that the reading instruction and testing in the 4th grade be looked at closely for an explanation of the relatively lower achievement scores.

The very high average gains shown by 2nd, 3rd, and 5th graders also warrant consideration in terms of next year's program. If higher gains in these levels become a trend, the reasons should be explored.

A comparison was made to determine the relationship between gains and amount of direct remedial instruction a student had received. The reading assistant and the remedial reading teacher recorded the amount of instruction time each student received in addition to the regular classroom reading instruction during a 30-week period from November to June. The amount of additional instruction ranged from less than one hour a week to three hours a week or more. It was found that those students who had received at least 2-1/2 hours a week on the average, made the greatest gains. Therefore, a recommendation for next year is that reading assistants and remedial reading teachers try to provide each student at least 2-1/2 hours of instruction time per week for at least 30 weeks.

A remedial reading program called Reading 103 was conducted for the eligible 9th grade students at six Title I high schools last year. The pattern of achievement which had emerged during the last few years was repeated: four of the high schools were well below the 10 month national norm in achievement gains while the other two schools were well above the 10 month norm. Altogether the six schools averaged a gain of 9.7 months in reading comprehension on the ITBS. It was suggested that the Reading 103 program be continued at the discretion of the administration at each of the six Title I high schools but that the program be funded with other than Title I money. The gains made in the primary levels would seem to justify diverting the money into expansion of the RIT program at those levels.

The objective to improve students' attitudes toward reading recognizes the

relationship between attitude and reading achievement. However, attitude change is one of the most difficult things to plan for, to accomplish, and to measure. Achievement gains might be considered one indication of attitude, in which case the RIT gains would indicate the students had a positive attitude. An attempt to measure students' attitude toward reading was made at the end of the year. An attitude scale developed by Thomas H. Estes of McGuffey Reading Center, University of Virginia, was administered to a sample of 3,644 RIT students in grades 4-8. The results showed that RIT students had attitudes equal to or better than the attitudes shown by the students used in norming the test.

Inservice is regarded as a resource as necessary as books and materials.

The third objective of improving the remedial reading techniques of the classroom teachers in RIT became part of the massive process of inservice training designed into the program to develop team spirit and improve the skills of all the members. The inservice offerings were interrelated and interdependent. Reading assistants, who were responsible for training teachers and aides in the use of materials and techniques, could pass on information which had just been obtained in another workshop. Often, many different members from the same team participated in training together. There were no team members who did not have opportunities for training ranging from formal workshops or courses to informal perusal of materials in the Title I Curriculum Inservice Center. These opportunities were available during and after school hours and during both the school year and the summer.

For evaluation of inservice conducted during the school year, all of the team members were asked on a questionnaire for their opinions as to how helpful the different inservice sessions had been to them. Five sessions were mentioned most frequently as having been useful.

1. Sessions on constructing learning units at the Curriculum Inservice Center.
2. Sessions in which were shown two films purchased for the use of RIT, "New Approaches to Reading," and "Preventing Reading Failure."
3. Opportunities arranged in the four districts by curriculum specialists for exchange of ideas among teams about organization and programming of the team's work.
4. The interim evaluation sessions held in February and March in which reading assistants and remedial reading teachers had a chance to pinpoint the areas of strengths and weakness in their program. (As a result of these meetings immediate steps were taken by administrators to solve some of the problems.)
5. The intensive communication skills workshops.

On the same questionnaire, both reading assistants and classroom teachers were asked if the classroom teachers' reading teaching techniques had improved as a result of training from the reading assistant. The responses from teachers averaged 3.1, and

the responses from reading assistants averaged 3.0 on a scale of 1-5 with 5 indicating strong agreement. On the basis of this data, as well as observations by the evaluator, it was concluded in the evaluation that the reading assistant needs to spend more time demonstrating remedial teaching techniques in the teachers' classrooms or in conducting inservice at the school for the teachers. It was also suggested that the staff at the Inservice Center and the curriculum specialists offer more help in this area.

Questionnaires were also used to evaluate the many different training programs offered during the summer. These included the district programs held in the mornings in which teachers learned to make new materials and "student-tested" them on students in the summer program; the workshops held for principals; the summer Reading Clinic program for certification for reading specialists; and the Summer Inservice Workshop series of some 62 workshops. The responses to the questionnaire indicated that all of the inservice was successful in terms of the participants' being satisfied with what they had received and thinking that it would be useful to them. In terms of numbers of participants in the summer program, approximately 5,000 students and 600 team members participated in the district inservice programs; some 600 members (some of them the same ones who took part in the morning program) attended one or more of the afternoon workshops; and 102 teachers attended the Reading Clinic and became certified reading specialists. Another 66 Title I staff members completed the credit courses arranged between Title I and local colleges and universities for specialized training.

The conclusion of the evaluator was that the first year of the RIT program was a successful one. Substantial achievement gains in reading were realized; students showed a positive attitude toward reading at the end of the year; and extensive in-service training was conducted and well attended and well received by the team members.

The RIT concept exacts openness and dedication from all the members.

There were some anticipated difficulties in implementation. The task of individually identifying the educationally and economically deprived students to participate in the program was a staggering one and caused loss in instruction time, as much as two months in some cases. Lack of working space was a problem in many schools. Getting team members to work as a team was one of the greatest difficulties since some members were not certain of their role and many classroom teachers felt somewhat threatened by having another person come into their rooms to teach. Another problem was providing training for the aides since many of them lacked the skills and knowledge to perform effectively at the beginning of the program.

The assignment and scheduling of Career Opportunity aides in the program presented difficulties; some schools had ten, some had none. However, most of the problems were solved or accommodated. The evaluator and RIT staff were able to

make the following positive recommendations for the program next year, based on both the problems and the successes of the first year:

1. Have RITs develop measurable objectives with priority ratings based on 1971-72 data and needs assessments for their schools and for the entire program.
2. Expand the program to serve more students by increasing the number of teams.
3. Reduce the number of students served per team from 210 to about 150.
4. Encourage reading assistants and remedial reading teachers to provide at least 2-1/2 hours of instruction time per student per week for at least 30 weeks.
5. Continue and, if possible, increase the amount of on-going inservice based on periodic needs assessments.
6. Increase the number of weekend Communication Skills Inservice sessions so that all teams have an opportunity to participate if they choose to.
7. Provide necessary guidelines, reading materials, tests, etc. before the schools open in September.
8. Move to a spring to spring testing program with testing in the fall only for new students or students who were absent during the spring testing.
9. Provide for interim evaluation sessions.
10. Monitor programs and continue on-going feedback of results to RIT personnel.
11. Develop a uniform reporting system of the progress of RIT students for the classroom teachers, principals and parents.
12. Assign COP aides to RIT classroom teachers instead of to reading assistants.
13. Encourage RITs to search for and use new reading materials.
14. Reduce the amount of record keeping required of the reading assistant and remedial reading teachers.
15. Conduct a follow-up evaluation to determine if ideas and behavior changes are being implemented as a result of inservice training.
16. The evaluator should work closely with the Trend-Title I Advisory Committee.

READING IMPROVEMENT TEAMS

Number of students served:

12,910 during regular school year
4,030 during summer program

Staff:

128 reading specialists
66 principals
630 classroom teachers
268 aides
7 counselors
1 social worker
2 psychological examiners
30 volunteers

(Principals, teachers, and volunteers were not paid by Title I but were full members of teams.)

Table 1

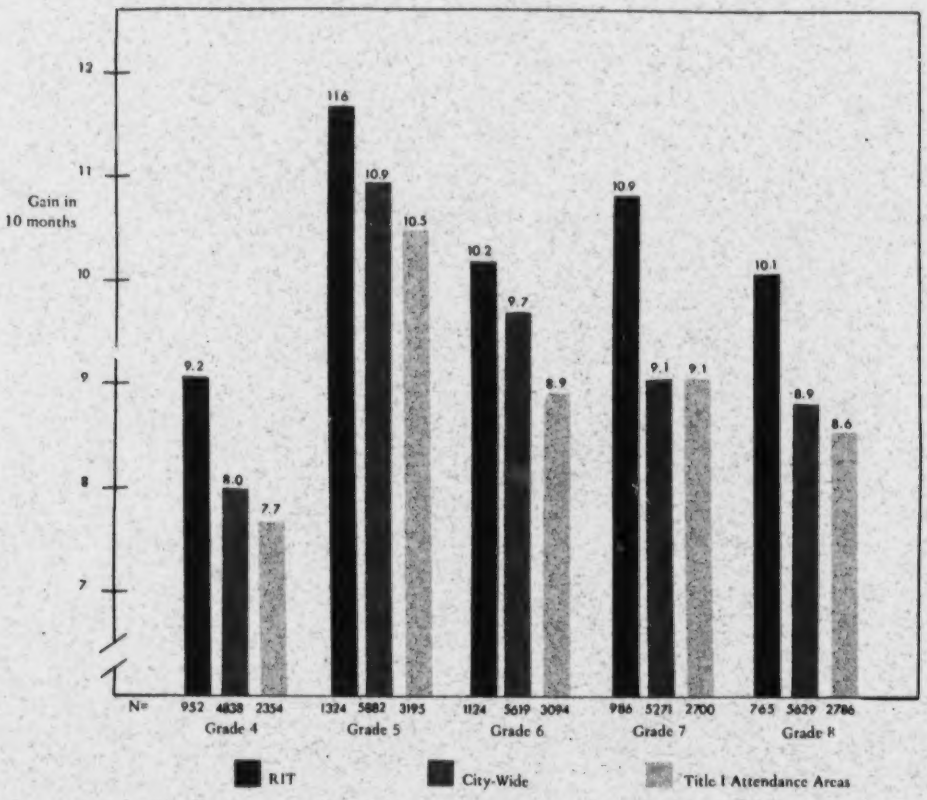
Reading Comprehension Scores of Matched RIT Students for 1971-72

Grade	Number	Grade Equivalent Pre-test	Grade Equivalent Post-test	No. of Months Average Gains in 10 Months*
Gates-MacGinitie – Grades 1-3				
1	721	1.18	1.79	10.1
2	1124	1.49	2.36	14.6
3	1255	1.96	3.04	16.6
Iowa Test of Basic Skills – Grades 4-8				
4	952	2.86	3.78	9.2
5	1324	3.45	4.61	11.6
6	1124	4.38	5.40	10.2
7	986	5.04	6.13	10.9
8	765	5.86	6.87	10.1

*Gates-MacGinitie was administered at end of six months. Gains are projected

Figure 1

Comparison of Average Reading Comprehension Gains of RIT Students with Average Gains Made by Title I Attendance Area Students and City-Wide Students. (Iowa Test of Basic Skills)



Locations:

Arlington	Cole Branch	Field	Irving Branch	Riddick
Banneker	Columbia	Ford	Jackson	Rock Spring
Bates	Cook	Ford Branch	Jefferson	Simmons
Blair	Cote Brilliante	Franklin	Laclede	Stevens
Blewett	Curtis	Gundlach	Lafayette	Stowe
Bryan Hill	Divoll	Hamilton	Langston	Turner Middle
Carr	Dozier	Hamilton Branch 1	L'Ouverture	Washington
Carr Lane	Dunbar	Harrison	Madison	Webster
Carver	Eliot	Hempstead	Marshall	Wheatley
Chouteau	Emerson	Henry	Marquette	Williams
Clark	Emerson Branch	Hodgen	Mitchell	Wyman
Clark Branch 1	Enright Middle	Howard	Mitchell Branch	
Clinton	Euclid	Howard Branch	Peabody	
Cole	Farragut	Irving	Pruitt	

Rooms of Fifteen

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ROOMS OF FIFTEEN

GENERAL PURPOSE

- To improve the basic academic skills of faltering elementary students to the point where they can succeed in a regular classroom.
- To improve student attendance.
- To influence children toward growth in self-confidence and toward overcoming feelings of defeat and frustration.

PROGRAM DESCRIPTION

Rooms of Fifteen, (R/15), which literally refers to classrooms of no more than 15 students, is a program of remedial work in the basic skills of reading, language, and arithmetic for Title I elementary students. Children who perform these basic tasks poorly, or who learn them at a much slower rate than the average child their age, invariably fall behind in school unless they receive help. Under typical circumstances, their teachers do not have the time to systematically pursue with them the individual remedial work they need. Rooms of Fifteen provides the classroom situation in which these children can receive individual remedial assistance and thus have the opportunity to reach the level of performance they are capable of.

Last year, there were 99 Rooms of Fifteen located throughout Title I eligible areas, including eight R/15 buildings with eight classrooms each, and another 35 R/15 classrooms located at regular school sites. The program serves children from grades 2 through 6. It was formerly the Rooms of Twenty program, but last year the guidelines were changed to limit the number of children in each room to 15.

The title of the program is descriptive of its organization. Children who participate in the program leave their crowded classrooms and attend classes in which there are no more than 15 students. The rooms are not graded in the traditional sense. Students who are working at an approximate second or third grade level are grouped into primary units, and those achieving at fourth grade and higher are grouped into intermediate units. Eligibility for the program is determined by criteria established by the State Department of Education. Last year, to be eligible a child had to have an IQ of 79 or above, and be four months below grade level if he was in second grade,

five months below if he was in third grade, six months if he was in the fourth, and so on. Grade achievement levels are determined by standardized tests, the Iowa Test of Basic Skills (TBS) for students fourth grade and above, and the Gates MacGinitie Reading Test for second and third graders.

> In R-15 classrooms children start over at the point where they first began to have trouble.

Instructional activities in the Rooms of Fifteen revolve around the basic skills: reading, language, and arithmetic. The intent of the program is that each child can go back to the point where he began to have trouble and start over with more time and help from the teacher, with materials which are directed to his individual learning needs, and with classmates who work along with him rather than outstrip him. There is no single program of instruction followed by all R/15 teachers. The remedial nature of the program and the multi-age level grouping of the classes necessitate flexible choice and use of materials and classroom organization. Generally, however, all classes use the same type of materials.

In the past year there was also some use of the "Direct Instruction System for Teaching" (DISTAR) published by Science Research Associates, and the "Instructional Objectives Exchange" materials from the University of California, Los Angeles. In addition, some of the Rooms of Fifteen participated in a Reading is FUN-damental program which gives children paperback books of their own choice with the expectation that this will stimulate their desire to read. Volunteer staff for the RIF program read and discuss stories with the children to whet their interest and then distribute the books which the children choose.

The R/15 program has extensive provisions for teacher inservice training in diagnostic and prescriptive techniques, and in the use of materials for teaching basic language arts and math skills to remedial students. Inservice for all R/15 teachers usually takes place at the beginning of the school year, followed during the year with a number of inservice meetings at the district level. Usually, there is also summer inservice. During the summer of 1971-72, R/15 teachers had access to special college-level courses and to their choice of some 60 workshops held over a six week period. The teachers participated in the training needs assessment on which these workshops were based.

In response to the recommendation made in the 1970-71 evaluation that a psychologist be provided for the R/15 program, the part-time service of a psychologist was made available during this last year to two R/15 buildings as a pilot program. The psychologist worked three days a week with R/15 students, trying out a variety of approaches. The intent was to discover approaches adaptable to serving large numbers which would be effective in reducing anxiety and motivational problems, in improving

self-confidence, and in helping the children function effectively in the classroom.

PROGRAM EVALUATION

At the simplest level, the goal of the R/15 program is to help children who have trouble in learning to become successful learners. To the extent that learning success can be measured by amount of achievement, the program has accomplished its goal. During this past year, R/15 students in grades 2-6 achieved on the average more than the national norm of 10 months gain in 10 months of school as measured by standardized tests: the Gates-MacGinitie Reading Test for primary units and the ITBS for the middle units. Ten months gain in 10 months of school was also the objective set by the R/15 staff at the beginning of the year. See Table 1 at end of this section for test results by grade level.

Furthermore, average gains for the middle units (grades 4-6) were compared to the city-wide average gains made by students in these grades and the R/15 students were found to have made the greater advances. Figure 1 at the end of this section presents the comparisons between the test scores made by R/15 students and the average scores for the city and for the Title I attendance areas.

It must be noted that post-test average grade equivalents of the R/15 students are lower still than the city-wide average grade equivalents. However, this is to be expected since the R/15 program serves only those students who are significantly below grade level. The greater gains made by the R/15 students indicates the gap is beginning to be closed and that students who were having the most trouble before are now experiencing success. This is borne out by the achievement gains made by former R/20 students (1971-72 was the first year the program served only 15 per class). A study done of 299 former R/20 students, using matched ITBS test scores from the spring of 1971, and the spring of 1972, showed the average composite gain was exactly 10 months gain for 10 months of school.

The R-15 children average one of the highest regular attendance rates in the city.

This evaluation yielded evidence that other objectives of the R/15 program also had been met. The staff, with the assistance of the evaluator, had established objectives to be achieved during 1971-72 at the beginning of the school year, using what they had learned from the 1970-71 evaluation to guide them. These objectives were the basis of the evaluation.

One of these objectives was to maintain an average attendance rate of 94%. This was accomplished with a 94.1% attendance averaged during the year.

Another objective, which had been a recommendation in the 1970-71 evaluation,

was to improve the methods used to assess the R/15 achievement results. One area where improvement was needed was standardized testing. Formerly, the Metropolitan Achievement Test was used for primary units (grades 2-3) but because of over-age students in these units, the test results were questionable. Last year a change was made to the Gates-MacGinitie Reading Test for the primary units. Primary students were administered the test in the fall and again as post-test in the spring. The ITBS was retained for use with the middle unit students. Now that primary level forms of the ITBS are available it is recommended that this test be used for all R/15 students in the future.

Math was another area where the need for improved assessment had been indicated, and the staff and evaluator established an objective to work toward this last year. The objective involved three elements: (1) that teachers would formulate specific performance objectives to improve individualized math instruction, (2) that mastery of the objectives would be measured accurately, and (3) that a math assessment form would be tried-out and improved upon. A math assessment form and a diagnostic test were prepared by the staff, and teachers used these at the beginning of both the first and second semester to test and record the math skills of their students. The idea was that this information would provide the basis for formulating performance objectives for individual students. At the end of the year, the math skills were again assessed and recorded. Both at the beginning of the second semester and at the end of the year many teachers indicated the test and the assessment form needed revision and that the assessment form in particular was too time consuming for its worth. Questionnaire results received from 91 out of the 99 R/15 teachers indicated that only 49% of those responding felt the math assessment objective had been realized satisfactorily. A more satisfactory means of establishing and assessing performance objectives will be sought.

The remainder of the evaluation looked at the service provided by the part-time psychologist and at the staff evaluation of inservice activities.

All of the teachers who had students served by the psychologist were queried by interview and questionnaires as to what kind of change and how much change they had observed in their students. Most of the teachers said they had perceived some improvement in the area in which the students had had problems. An exception to this was a group of adolescent girls who had been referred because of their apparent difficulty in relating with their teachers and peers. Both the girls' teachers and the psychologist felt there was little change in the girls' behavior. The psychologist attributed this to the limited amount of time available for working with the girls not being sufficient for developing a trust relationship with them. In general, however, the psychologist and the teachers indicated they thought the students in the psycho-

logical services programs had benefited and that they appeared to be more motivated to apply themselves in the classroom. On staff questionnaires there were numerous requests for expansion of the psychological services and for the addition of counseling.

The inservice activities of the past year were evaluated by the teachers who participated in them. The program evaluator sent questionnaires to the teachers at the end of the first semester and at the end of the school year. In response, almost all of the teachers on both occasions said the information presented during inservice sessions was usually appropriate and practical for classroom use. There was practically no negative criticism of the inservice which was conducted; however, several specific suggestions for improvement were recurrent among the responses. These included (1) plan inservice for teachers according to level taught, (2) allow sufficient time for each inservice presentation since some sessions last year were too short to cover the subject well, (3) provide greater variety of inservice leadership and particularly utilize resource persons among the R/15 teachers and provide opportunities for the staff to share ideas, and (4) present inservice sessions scheduled during the school year on Saturdays or after school, rather than during school time.

The teachers indicated they preferred inservice on the subjects of teaching reading skills (especially comprehension), behavior modifications, and learning disabilities. They also indicated a preference for information on inexpensive instructional materials they could make and suggestions for the use of materials they already have.

No separate evaluation of the summer programs was requested from the R/15 staff but in terms of numbers, 37 R/15 teachers participated in the Title I Summer Inservice Workshop series, and 27 attended a six-week Title I reading certification program at Harris Teachers' College which qualified them as certified reading specialists.

The R-15 students are closing the gap between their grade level expectancy and their grade level achievement.

On the basis of the findings of this year's evaluation, which includes both standardized test data as well as considerable staff feedback, the R/15 program is considered to be operating efficiently and achieving its goal of helping children to succeed in school. Two specific recommendations for changes were made. One was that the psychological services be expanded, if possible. The other was that the testing program be revised to use the primary form of the ITBS which has just become available for the pre- and post-testing of primary unit students. In general, however, the recommendation for 1972-73 was that the program be continued much as it is, with the program being open to innovations and change as the needs occur.

ROOMS OF FIFTEEN

Number of students served: 1,233

Staff:

103 teachers
8 supervising teachers
4 nurses
1 psychologist (part-time)
8 clerks
9 custodians

Table 1

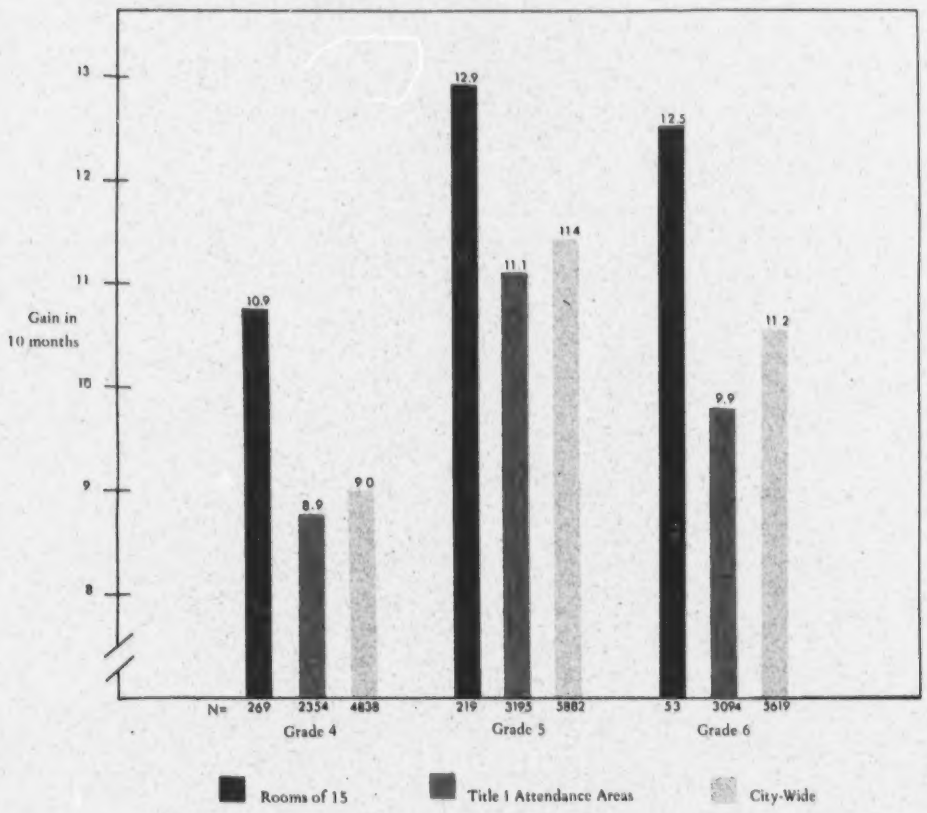
Average Gain of Room of Fifteen Students for 1971-72

Grade	Number	Grade Equivalent Pre-test	Grade Equivalent Post-test	No. of Months Average Gains in 10 Months*
Gates-MacGinitie Reading Test for Grades 2-3				
2	163	1.74	2.73	14.1
3	290	2.04	3.15	15.9
ITBS Composite Scores for Grades 4-6				
4	269	3.26	4.35	10.9
5	219	3.78	5.07	12.9
6	53	4.68	5.93	12.5

*Gates-MacGinitie test was administered at end of seven months, thus gains shown are projected.

Figure 1

Comparison of Gain in Composite Scores of Rooms of 15 Middle Units
With City-Wide and Title 1 Attendance Areas
(Iowa Test of Basic Skills)



Locations:

Arlington	Cole	Franklin	Laclede
Banneker	Cook Branch	Hamilton Branch 2	Lafayette
Blair	Curtis	Hamilton Branch 3	L'Ouverture
Blewett	Divoll Branch	Harrison	Madison
Carroll Street	Dunbar	Hempstead Branch 1	Marquette
Carver	Euclid Branch 1	Henry	Rock Spring
Clark Branch 2	Farragut Branch 1	Irving	Stowe
Clinton	Farragut Branch 2	Jackson	Webster
Clinton Branch	Field	Jefferson	Wyman

Lincoln High School

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367-5210

LINCOLN HIGH SCHOOL

GENERAL PURPOSE

- To provide an interim educational and counseling program for Title I high school students who have been transferred from their regular high schools for adjustment.
- To help students solve or cope with the problems which led to their transfer and to develop a healthy self-image and positive attitude toward people, school, and work.
- To help the students prepare to return to their regular school and perform effectively there.
- To provide a work-study program for students who want part-time employment and to help students who decide to leave school to find employment or training.

PROGRAM DESCRIPTION

The Title I Lincoln High School was designed to intervene in the problems of the inner city student who has trouble adjusting to school, to the eventual benefit of both students and schools. Lincoln makes it possible for Title I high schools to assign a student who is having adjustment problems to a program where both educational and behavioral problems can be treated. The intention of the Lincoln program is that after one or two semesters at Lincoln the student will be able to perform successfully at his regular school or in other training or jobs. The program is open to Title I students in grades 9 through 12.

The Lincoln program emphasizes giving individualized attention to the student. The overall school enrollment is limited to 288 at one time, which makes it possible for faculty and administrators to know each student. Individual classes are limited to a maximum of 12 students, enabling teachers to know the kind of help the students need and to provide it for them. The counseling staff is proportionately large: four regular counselors who conduct both group and individual counseling, plus another counselor who works in job development. There are two full-time social workers. In addition, it is the policy of the administrators to be readily accessible to the students.

Academically, most of the students at Lincoln have experienced very little success and are not educationally prepared to do high school level work. The Lincoln curriculum is designed to meet the needs of many students for remedial work and at the same time provide course work that is acceptable for graduation. The curriculum consists of mathematics, language arts, social studies, art, home economics, typing, industrial arts, and a work-study program. The math and language arts content is divided into units or phases of varying difficulty, beginning at very basic levels. Students are placed in these phases on the basis of diagnostic reading and math tests.

In most of the classes the emphasis is on practice and use of skills. For example, in math the student is often expected to assume the role of a consumer, a businessman, or a taxpayer. Social studies classes use role playing and class discussion of personal opinions. In language arts students practice speaking and writing and receive feedback from the class as well as from the teacher. Art, typing, home economics, and industrial arts are naturally high activity classes.

In the work-study program the emphasis is on learning desirable work habits rather than on acquiring specific job skills. A student can earn credit for any type of regular job so long as he meets the requirements determined by the employer and the work coordinator. The work coordinator counsels the student individually about job expectations and tries to help him develop the work habits necessary for successful employment. The work coordinator also develops part-time jobs for the students, visits them regularly on the job site, and coordinates between the school and the employer. The employer submits written evaluation reports on the student and these plus the work coordinator's judgment are the basis for determining whether or not the student will receive credit.

A new educational service has been designed for implementation next year. It is a preparatory program for the General Education Development (GED) examination for students who are 18 years old and over but have only 12 credits or less. The probability of these students completing enough credits for graduation is minimal, but it is possible for some of them to score at 12th grade equivalency on the GED examination. The students who choose the GED preparatory program will not take the regular credit courses but will attend a special class of instruction in math, language arts, and reading to prepare to pass the GED exam. These students remain full-time students at Lincoln and can participate in a work-study arrangement if they choose.

Lincoln tries to lead each student to a realistic appraisal of his own strengths and limitations.

The guidance and counseling program at Lincoln includes both extensive group guidance and individual counseling. The primary aims of each is to help the student solve or cope with the problems which led to his transfer to Lincoln, to lead him to a realistic appraisal of his own strengths and limitations, and to help him make informed judgments about work and school. Each guidance group meets approximately ten times a month, while individual counseling sessions can be initiated by the counselor or the student at practically any time. The frequent counseling is part of Lincoln's overall emphasis on giving students personal attention. The counseling program makes some use of vocational and personality testing, including the Kuder Vocational Inventory and the Junior-Senior High School Personality Questionnaire, to help in guiding the students; however, the counselors rely mostly on knowledge they gain from students' records and from their own interactions with the student.

The counseling program has the strong back-up services of two full-time social workers. Student absenteeism and tardiness is quickly investigated and the reasons are discussed with the student and often his parents. In the case of problems which cannot be treated at the school, the social worker finds appropriate referrals for the student, and for his family if the case warrants it. Students are also informed of the resources in the community for social services, health care, alternative training programs, and employment.

Students usually remain at Lincoln for two semesters, at the end of which they return to their regular high school. Students who decide that they no longer want to remain in school are assisted by the work coordinator and the social worker to find employment and other training and services. Lincoln counselors try to maintain contact with the former students for a year or so after they have left and those who wish may return for counseling visits.

The faculty at Lincoln are eligible to participate in Title I summer inservice workshops, and in addition have more specialized inservice programs at Lincoln, usually conducted by resource persons on the Lincoln staff.

PROGRAM EVALUATION

The Lincoln evaluation has two perspectives, one providing a look at what happens at Lincoln from day to day and the other focusing on what students do after they are referred back to their regular high school. This approach was patterned by recommendations made in the 1970-71 evaluation that Lincoln establish specific program objectives to be achieved during the 1971-72 school year and that the performance of students returned to regular schools receive more study than it had in the past.

Acting on the recommendations, Lincoln staff prepared a set of objectives, in consultation with the evaluator, which established the goals of the program and provided the basis for this year's evaluation.

One of the main objectives was to establish new admission procedures which would provide Lincoln more information about an incoming student to aid in his diagnosis and placement. The staff identified two specific areas where improvement was needed. One area was placement testing. Formerly Lincoln used Iowa Test of Basic Skills (ITBS) scores to determine where a student was academically, even though the ITBS is not normed for high school students. During the past year the counselors, in consultation with the administration, evaluated available instruments and selected a battery of diagnostic instruments which will be used next year with all incoming students. The two academic tests are the Diagnostic Reading Test and the Basic Skills in Arithmetic Test by SRA. These instruments will be used for the initial placement in the different phases or levels of the academic courses; however, teachers retain the option of changing a student's level later if it becomes advisable. The other instrument is the High School Personality Questionnaire developed by the Institute for Personality and Ability Testing. This instrument will be used on an experimental basis to determine whether it is helpful in diagnosing or assessing student needs.

The other admission procedure which the staff considered in crucial need of improvement was in obtaining greater information about a student's past record and the reason for his transfer. Although sending schools are supposed to provide Lincoln a letter stating the reason for the student's transfer, last year this frequently was not done. A committee at Lincoln identified several kinds of information, obtainable from the student's records at the home schools, which they felt would be of value in assessing individual needs of incoming students, and suggested a procedure by which the information could be provided. The proposed procedure and the request for the information was submitted to the district superintendents but they rejected the request because of concern over the legality of transferring some of the information. No solution to this problem has been reached as of this time.

Related to the objective of improved placement was the introduction of the new General Education Development (GED) special class for students who are 18 or older and have 12 or fewer credits. This is viewed by the evaluator as a significant program improvement.

The other objectives on which the evaluation was based are largely process objectives constituting the daily operation of the Lincoln program. In general, the data indicated that Lincoln has accomplished these objectives with a fair margin of success.

Improved student attendance, which was one objective, was accomplished. Among a sample of 91 students who began at Lincoln in September, the absence rate was reduced by more than 50% of the rate for the last year at the regular high schools. The primary accounting for the decreased absences would seem to be the social workers' diligence in checking each absence by contacting the student's home; however, it should also be noted that responses on questionnaires submitted to returned students indicated the students felt they had greater incentive to attend school while enrolled at Lincoln. See Table 1 at the end of this section for the figures on absenteeism.

Developing prompt and regular attendance habits is a significant step toward adjusting to school.

Tardiness was another problem the Lincoln staff undertook. Part of the general goal of the Lincoln program is to help students develop better habits of responding to such expectations of school and work as promptness and reliability. Therefore tardiness was closely monitored by counselors and principals. Explanations were required for each tardy and the student's parents were officially notified on the third, fifth, and tenth occurrence. Following the fifteenth tardy the student was subject to removal from the first period class. The effectiveness of these efforts were measured by comparing the number of tardies of students who were at Lincoln for the entire 1971-72 school year with those of students who had attended all of the 1970-71 school year. There was a reduction of only 1.5 in the mean number of tardies for the first semester comparison, which was not statistically significant, but during the second semester, the mean was reduced by 4.6, which was significant at the .05 level. Only four students were removed from the first period class, so the improved results were not realized by increasing the number of students removed from that class.

The 1970-71 evaluation had called for the development of specific objectives for the academic program at Lincoln. These were completed in consultation with Project Trend, a Title III–EPDA resource coordinating project. However, they were not finished in time to provide criteria for this year's evaluation, so pre- and post-scores on the reading and arithmetic subtests from the Iowa Test of Basic Skills were used as the measure of achievement. For this evaluation achievement was measured for a group of 70 students who had entered Lincoln at the beginning of the 1971-72 year and who were recommended for return to their regular schools at the end of the year. On the reading test these students had a pretest mean of 7.9 and a post-test mean of 8.4 for a mean gain of 5 months. Gains on the arithmetic test were greater with the post-test mean score of 8.1 a gain of 1.0 years over the pre-test mean of 7.1. See Table 2 at the end of the section for frequencies of scores and mean gains. It is anticipated that for next year's evaluation, the behavioral objectives established during this past year and the new diagnostic and achievement measures to be administered to all students will

provide a more complete and adequate record of student achievement.

Another process objective of Lincoln is to conduct a work-study program which concentrates on promoting desirable work habits in the students and providing jobs for students who want them, especially those in great financial need. A total of 138 students entered the work-study program at some time during the school year. Of these a total of 80 earned work experience credit—which applies toward graduation—and most of them maintained an employers' rating of average and above on the ten characteristics included on the rating scale. Nineteen students earned credit during both semesters. A total of 28 were fired, quit or were laid off during the year with absenteeism given most often as the reason for the firings. Another 18 withdrew from Lincoln after entering the work-study program. These last two groups include nine students who withdrew, quit, were fired or laid off during the second semester but who had earned credit during the first semester. Finally, 21 of the students who entered the work-study program failed to earn credit either because their placement was cancelled or they were employed too late in the semester. Even though many students did not earn work-study credit, the majority of them did meet the school's and the job's requirements and received average and above ratings for their performance. Therefore, the objectives of the work-study program are viewed as being accomplished.

The counseling, social work, and health services components of the Lincoln program also appear to be completing their process objectives and achieving specific goals set for the 1971-72 year. The counseling department, in addition to providing ongoing extensive guidance and counseling for the students, set a goal of obtaining more information about the students in order to provide better direction in the guidance and counseling. To this end, the rating scale they had been using for conferences was revised by a staff committee, and three new counseling instruments were selected and administered to all of the students. These were A Survey of Interpersonal Values, A Survey of Personal Values, and Cues for Principals and Counselors. Information obtained from these instruments was used by the counselors in working with the students last year.

As would be expected, the counselors and the two full-time social workers at Lincoln work very closely since many of the problems of Lincoln students result from conditions outside the school and require the specific skills of social workers. In addition to maintaining a constant check on absences, the social workers help students to obtain the services they need from agencies outside the school and serve as liaisons between the students and legal authorities in some instances. They also help provide vocational and educational direction to students who decide to drop out of Lincoln. Last year the social workers were able to place a number of departing students in vocational and job training programs. Although they do not conduct a formal follow-up on students who quit Lincoln, they estimate that they do contact approximately 60% of the dropouts after their departure.

For the other perspective of the Lincoln evaluation—the look at what happens to former Lincoln students after they return to their regular high schools—a follow-up study was done on students who were referred back to their regular schools in June, 1971. Pre-Lincoln, Lincoln, and post-Lincoln data on students who did return was used to compare the variables of mean percent of credits earned relative to the number attempted, mean citizenship scores, and absences. A summary of this data is found in Table 3.

Ninety students were included in the comparison of credits earned. Their data showed that they completed on the average only 36.2% of the credits they attempted the semester prior to Lincoln, 98.4% of the credits they attempted the last semester at Lincoln, and 49% of those attempted the semester after Lincoln. So while their post Lincoln academic performance was significantly better than their pre-Lincoln performance, it was considerably poorer than their performance at Lincoln. However, it should be noted that 11 of the 90 students withdrew during the post-Lincoln semester and were assigned scores of zero for percent of credits earned. Looking at the data in terms of individual students, 31 of the 90 students passed more than 75% of their attempted credits the semester after Lincoln, whereas only 13 had passed more than 75% of their attempted credits the semester prior to Lincoln.

A study of citizenship scores involving 79 students who remained in school throughout the post-Lincoln semester indicated a post-Lincoln mean of 2.16 (with "1" being high and "3" low) which was not significantly different from the 2.26 mean of the semester prior to Lincoln. The mean score at Lincoln was 1.85.

A similar comparison of absences showed a post-Lincoln mean of 18.8 which was more than double the mean of 8.9 maintained by these 79 students their final semester at Lincoln.

Generally then, the conclusion of the 1971-72 Lincoln evaluation is that while the program is bringing about improvement in students' academic performance, attendance, and attitudes while they are at Lincoln, the gains are not maintained at the same level upon the students' return to their regular schools. Though one of Lincoln's goals is to prepare students to perform effectively at their regular schools, Lincoln cannot be held totally or even primarily responsible for what happens after the students return. Lincoln has no control over course assignments, availability of counseling services, monitoring of absences and tardies, or student staff relationships. Therefore, it was recommended that a thorough study of returned students be a component of next year's evaluation. The study should identify some of the specific problems encountered by students in the transition back to their regular schools and suggest alternatives for alleviating these problems. In addition to this study, it is recommended that very early in the 1972-73 school year, the Lincoln staff identify a limited set of specific objectives which they want to accomplish during the year and to decide in conjunction with the evaluator the criteria by which the accomplishment of these objectives will be measured.

LINCOLN HIGH SCHOOL

Number of students served:

351 during regular school year
123 during summer program

Staff:

1 principal	1 librarian
1 assistant principal	1 nurse
22 teachers	5 clerks
4 counselors	1 security guard
1 work coordinator	2 custodians
2 social workers	6 kitchen employees

Table 1

Comparison of Mean Number of Absences at Lincoln with Mean Number of Absences at the Regular School for Students New to Lincoln in September, 1971

	1st Semester 1970-71 Regular H.S.	2nd Semester 1970-71 Regular H.S.	1st Semester 1971-72 Lincoln H.S.	2nd Semester 1971-72 Lincoln H.S.
Mean Absences	20.6 (N=91)	29.8 (N=74)	8.7 (N=91)	12.1 (N=74)*

*Seventeen of the new students returned to regular school or withdrew before end of second semester.

Table 2

Mean Gains on the ITBS Reading and Arithmetic Tests for Various Pretest Grade Levels of Achievement for 70 Lincoln Students Who Were Returned to the Regular High Schools in June, 1972

Pretest Grade Level	Frequency for Rdg. Scores	Mean Rdg. Gain in Months	Frequency for Arith. Scores	Mean Arith. Gain in Months
4.0– 4.9	1	17.0	2	27.0
5.0– 5.9	7	9.1	14	17.1
6.0– 6.9	9	4.7	14	13.4
7.0– 7.9	17	4.9	19	9.7
8.0– 8.9	21	3.6	18	2.9
9.0– 9.9	7	2.4	3	0.7
10.0–10.9	6	2.7	0	—
11.0–11.9	2	2.5	0	—

Table 3

Comparison of Pre-Lincoln, Lincoln, and Post-Lincoln Performance of Students Returned to Regular Schools in June, 1971

Variable	Pre-Lincoln	Lincoln	Post-Lincoln
Percent of Credits Earned (N=90)	36.2	98.4	49.0
Mean Citizenship Scores (Range 3=low–1=high) (N=79)	2.26	1.85	2.16
Mean Absences (N=79)	23.1	8.9	18.8

Work-Study High School

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1530 South Grand, 63104
664-1111

WORK-STUDY HIGH SCHOOL

GENERAL PURPOSE

- To recruit Title I high school students who are identified as dropout prone and retain them in school until they graduate.
- To provide a program of combined job training, on-the-job work experience, and accredited academic courses which qualify each student for high school graduation and equip him for employment in an occupational field of his choice.
- To alleviate personal problems of the students and foster the development of positive attitudes toward school and work.
- To provide students opportunities for cultural enrichment, recreation, and private study.

PROGRAM DESCRIPTION

For many high school age students, attending a traditionally academic high school is not the best use of their time. Data on high school student attrition rates indicate that this is especially true for teenagers who live and attend school in the economically deprived Title I areas. For whatever combination of social, personal and economic reasons, many of these students drop out of school soon after they pass the age of legally compulsory school attendance: in Missouri a child cannot legally be required to attend once he has reached 16. Their profiles usually show high absenteeism, consistently poor or erratic grades, lack of interest in school, and in many cases, personal or economic problems. The South Grand Work-Study High School (WSHS) was designed to recruit these dropout prone students in the Title I schools and influence them to stay in school and graduate through a program of job training and services immediately relevant to them and their needs.

The requirements for eligibility are that the student (1) live in a Title I area, (2) be at least age 16, (3) have already reached the junior or senior level in school, and (4) have the intellectual and physical ability to complete the academic and training requirements of the program. While the WSHS actively recruits eligible students, enrollment is completely voluntary and students are not assigned there by their home schools.

South Grand Work-Study High offers job training in five occupational fields in

the general areas of automotive repair, business, and foods. They are (1) small motor repair, (2) automotive repair, (3) office skills, (4) marketing, sales, and merchandising, and (5) food preparation, service, and management. The student chooses the occupational field he wants at the time of enrollment. The content of each area of training and the type of jobs available in that area are explained to students during recruitment. The school has a total enrollment capacity of 260.

Students learn job skills in real work situations.

The WSHS training programs are practice oriented and geared to making the student competent in the entry skills he needs to perform a job in his chosen field. While there is some lecturing, most of the instruction is done through demonstration and practice. Each of the five programs has a shop or working area in which the students practice the skills they are learning. For example, the foods program operates a kitchen and restaurant which is staffed by students and open to the public (primarily school personnel) for lunch four days a week during the school year. The auto and small motor repair students gain experience by working on automobiles and small engines brought in by the public for repair.

Providing part-time jobs for students is one of the goals of WSHS. The program employs a work coordinator to develop part-time jobs in all of the occupational areas and to place students who want jobs once they have gained entry level skills. It is expected that the work coordinator serve as a liaison between the student, the school, and the employer in order to resolve any problems which arise and to assure successful work experience for the student. The student's work and attitudes are reviewed by the work coordinator and the employer and credit is given for satisfactory performance.

These part-time jobs are a significant motivator for many of the students. Not only do they gain experience which enhances their employability, but they need the money earned from the job.

Academically, the student must have reached junior or senior level in order to enroll in WSHS, depending on whether he enters a one or two year program. The reason for this is that WSHS students must complete the same minimum number of academic credits in order to graduate as the graduates of a regular high school program complete. At WSHS the academic subjects which include English, math, and social studies are taught by each occupational department. The curriculum for each subject is developed by the department to relate to the job requirements and job related considerations. During this past year, the staff developed performance objectives covering the content of these courses, and all the shop courses, so that both students and teachers can know along the way what a student has mastered and what he still needs to work on.

The academic courses carry the same amount of credit as courses in these subjects at the regular high school. Required credits which can not be obtained at

WSHS can be taken at the home school, after a student has completed the WSHS program. By completing the academic requirements, students remain eligible for admission to both academic and vocational colleges. WSHS students actually graduate from their home high school rather than from WSHS.

Work-Study High School also recognizes that students need something more than work and study from a school. It tries to meet this need partially through encouraging and sponsoring several student activities including student government, a school newspaper, and limited social events. It also encourages students who have time to participate in extracurricular activities at their home school. On the campus there is a media center supplied with books, records, movies and slides which is available to students for pursuing cultural and recreational interests. Unless there is a job conflict, students are scheduled for 2-1/2 hours per week in the center but students may also use it in their free time.

Another means used to encourage students to remain in school is extensive guidance and counseling. A counselor is assigned to each of the three work areas to conduct regular group guidance and counseling sessions, to provide personal counseling at the students' requests, and to provide vocational guidance. In addition, the school has two full-time social workers who work to improve students' attendance habits and to help students obtain the service they need from agencies and resources outside the school.

Summer school for students who need to make up credits has been offered for the last two summers. Courses are offered in automotive repair, business, and foods. Also, during the summer WSHS teachers attend Title I inservice workshops which are appropriate to them.

PROGRAM EVALUATION

Work-Study High School enrolled 265 students from all of the six Title I high schools for the 1971-72 school year. Most of them were juniors and seniors, but 19 sophomores were accepted. All but five of the sophomores were sixteen years old or older.

Chronologically, the first objective of the program is to recruit students whose school performance is characteristic of the drop-out prone student but who indicate an interest in job training and have the ability to do the work. In order to determine if the program was enrolling this kind of student, the evaluator developed a profile of selected educational variables of the students who entered WSHS in September. The profile included grade point averages, citizenship scores, attendance rates, IQ scores, and grade placement scored on standardized tests. In looking at the profile it was clear that WSHS is reaching the students it was designed for. Most of the students had around average to above IQ scores but their typical GPA was a "D".

They also had extremely low citizenship scores, high absence rates, and had been below grade level at the end of the eighth grade. All of the profile data is presented by vocational area in Table 1 at the end of this section.

Since irregular attendance habits are a characteristic of the students recruited for WSHS, reducing absenteeism and tardiness is one of the objectives of the program. In the past, findings have shown that the number of absences do decrease but that tardiness increases and 1971-72 was no exception. Absenteeism rates for the two semesters before WSHS were compared to the rates for both semesters at WSHS for those students who had complete attendance data. A mean reduction of 1.0 absences was shown in the comparison data for the fall semester, but during the spring semester mean absences were reduced by 3.4, which was significant. There was less success in reducing tardiness. Although the staff had established reduction in tardiness as an objective for the 1971-72 year, the data showed an actual increase in tardiness both for new students and for those returning from 1970-71. Apparently current efforts to curb tardiness are not succeeding. If tardiness is viewed as an obstacle to the success of the instructional program, new methods of dealing with the problem should be found.

The objective of the instructional staff last year was to develop performance objectives for every course.

The instructional program at WSHS was designed to combine job training, on-the-job experience, and accredited courses in English, math and social studies, which would relate to job areas. On the basis of observations and teachers' reporting of students' achievement, the evaluation concluded that the operations of these three areas were conducted efficiently and with reasonable success. However, one of the tasks in perfecting a combined curriculum of this type is determining what the student should know or be able to do after he has participated in each phase. Therefore, During their second full year of operation the major objective of the instructional staff was to develop performance objectives and achievement measures for each course, shop and academic. The 1970-71 evaluation had strongly recommended that this be done.

During the year, the staff members of each department worked in consultation with the evaluator to formulate objectives covering the content of all the courses, to state them in measurable terms, and to compile forms for recording achievement. This was accomplished during the first semester, and during the second semester teachers were asked to become familiar with the process of teaching and reporting student performance relative to specific objectives. It is expected that during the 1972-73 school year student achievement will be measured by objectives.

Students were administered a questionnaire to obtain their perceptions of their courses. The responses related to shop work were generally favorable in

all of the vocational departments. The majority of students in all departments either agreed or strongly agreed that they were learning things in shop which would help them get a better job. Most of them indicated they were receiving individual attention and assistance and that they were given adequate opportunity to participate in shop activities.

On the other hand, the responses related to the academic courses were mixed. Students in the Foods Department as a group responded favorably concerning the relevance and value of the academic courses to their vocational areas, but students in the Business Department, with the exception of the Distributive Education group, were more negative than positive in their responses. The responses from the Distributive Education students were more positive but not strongly so. Automotive students' responses were about equally divided between positive and negative reactions. These results only reflect how the students responded and not why they responded that way. However, the results for specific items were returned to teachers for their review and interpretation.

A part-time job can be a significant motivation for staying in school.

In terms of work experience, it is the intent of the WSHS design that the part-time jobs which the student are placed in utilize the skills they are learning in their vocational area at the school. The job shortage of the last few years has made this objective unobtainable. The job coordinator has sought to place students referred for jobs in whatever job could be obtained, so that they could gain some type of work experience and be helped to develop good work practices. In addition, many of the students are in serious financial need and a part-time job is a significant motivation for staying in school. However, the evaluation recommended that the staff review and clearly document the criteria by which a job is deemed acceptable for work-study experience and the criteria for placing a student in an outside job.

The Work-Study High School program attempts to balance the heavy emphasis on work and job training. The school has a well-equipped media center where students can use the materials for recreation and study and for exploring their own interests. To get an idea of whether students were using the materials, the evaluator collected data on the materials checked out by the students for use outside the center. He found that during the first semester students checked out an average of 6.3 books and periodicals and an average of 7.4 during the second semester. There were many fewer filmstrips, transparencies, and sound films checked out, but these items tend to be used more in the center and are therefore not checked out.

Something more than work and study is needed from a school.

The school also sponsors a variety of extracurricular activities including a student council government, a student newspaper, field trips, and general interest

activities such as Student Teaching Day, a talent show, and dances. The activities generally had good participation last year, and WSHS administrators feel they did help to build student morale and school spirit.

A realtively large number of counselors and social workers buttress the instructional program at WSHS. Each of the three vocational areas—automotive repair, business, and foods—has a counselor assigned to it. In addition, two full-time social workers are on the staff. The mutual goal of the counselors and social workers is to alleviate personal and social problems of the students. The social workers, in addition to following up on absences and tardies, worked with 14 students last year who were referred because of behavioral or academic difficulties caused by factors outside the school environment. The social workers reported they had successfully resolved 11 of the problems, either through direct consultation or by referral to an outside community agency.

The counselors' approach to helping students overcome personal problems is through both group and individual counseling. All of the students in each vocational area, except those with conflicting work schedules, are scheduled by class for 2-1/2 periods of group counseling per week. Each counselor uses these periods for the type of activity that they feel is most appropriate for each class. Some groups are more responsive than others to group counseling. For example, last year the counselor for the automotive area, which had only male students, found that his students were very reluctant to have their personal problems known and discussed by their peers. He found he could meet their needs much better on a private "man-to-man" basis. Responses to items related to counseling on the student questionnaire indicated that students in all departments were generally satisfied with the counseling they received and the accessibility of their counselors, and their reaction to group counseling varied by department, consistent with the previously stated perception of the counselors. Results for specific items were disseminated to the respective counselors for their review and interpretation.

Job guidance and counseling is another major responsibility of the counselors. Some of this takes place in the group counseling sessions and in individual meetings between students and counselors. Last year numerous items were used to inform students about work in general as well as about jobs in their vocational area. Many movies, tapes, filmstrips, games, and written materials were used. Most materials were directed toward students but some were communications to parents. Seventeen guest speakers and twelve field trips were also arranged by the counselors. Guest speakers included a representative from the Vocational Industrial Club of America and a representative from the Missouri State Employment Office. In addition, all students participated in a Career Day when 31 local businesses and industries visited the school to provide vocational counseling. Field trips were made to local places of interest appropriate to the area of study. Business and Foods students shared a field trip to

the Barn Dinner Theater which combines dining and stage productions. On other field trips the students went to an area junior college, the Union Electric plant, a local publishing company, a voter registration office, and on a tour of the city.

WSHS students believe what they are learning will help them get a job when they graduate.

Another WSHS objective is to keep students in school until graduation. To determine if the students had stayed at WSHS last year the evaluator gathered the withdrawal and dropout statistics for the school year and compared it with statistics from the previous year as a point of reference. Withdrawals generally refer to students who transfer to another educational institution or leave for reasons of health. Dropouts refer to students who leave school for reasons other than health and do not enter another school or institution.

The data showed that out of the total enrollment of 265 there were a total of 12 withdrawals and 26 dropouts during 1971-72, as opposed to 17 withdrawals and 31 dropouts during 1970-71. There were no transfers for adjustment during either school year. Of the 174 students who were new to WSHS last year, 26 returned to their regular school during the year. Nineteen of the new students were among the 38 withdrawals and dropouts. Thus, of the new students, 129 or approximately 75% remained. Of the total enrollment, 85.7% remained. A summary of this data is available in Table 2 at the end of this section.

A six-week long summer program was held to enable students to acquire needed credits in courses they had missed or failed during the year. The courses were in five different subject areas: English, social studies, business, science, and food service. A total of 113 students attended this summer, but some took two courses so that total course enrollment was 182. Of the 182 duplicated enrollment, 171 passed the courses for an 83.5% success rate for the total summer school. The weekly attendance rates over the six weeks ranged from a low of 70% to a high of 83%.

Essentially, the findings from this 1971-72 evaluation are similar to those of last year. Student achievement and absence rates showed improvement following enrollment in WSHS. Students had greater access to counselors, teachers, a school nurse, social workers, and administrators than they would have at the regular schools. Also, many students had the opportunity for monitored work experience in outside jobs, while all students at some time worked in the shops which simulated the real world of work. Efforts were made to make academic classes more meaningful by relating the course content to the student's vocational field.

A significant improvement made during 1971-72 was the development of objectives by individual staff members which indentified the kinds of behavior expected as outcomes for specific courses and from special school services.

It was recommended, however that each staff member review these objectives during the coming year, and that efforts be made to insure that each objective is

measurable and represents a realistic level of achievement. In reviewing individual course objectives, it appeared to the evaluator that some teachers arbitrarily selected the traditional 65% passing level as the standard for achieving an objective without considering the degree of achievement needed before satisfaction of the objective is of any practical value. For example, if 65% of the words in a letter are spelled correctly, an objective may have been met, but this would hardly be an acceptable level of performance for such communication.

Three other recommendations for 1972-73 were specified by the evaluator. One was that the staff review and clearly document both the criteria for placing a student in an outside job and the criteria by which a job is deemed acceptable for work-study experience. Another was that the staff explore the possibilities of arranging inservice sessions to brief them on both current and projected jobs needs over the next ten years and the implications of these needs for current vocational training.

The remaining recommendation was that next year's evaluation include a follow-up study of former WSHS students, both graduates and dropouts. The study should include (1) a comparison of these students to graduates and drop-outs from the feeder schools who were of comparable ability but did not attend WSHS, and (2) a comparison of occupational outcomes for former students who attended for varying lengths of time to determine whether the number of semesters spent at WSHS makes a difference in the students' occupational outcomes.

WORK-STUDY HIGH SCHOOL

Number of students served:

265 during regular school year
113 during summer program

Staff:

1 principal	1 nurse
1 assistant principal	1 security guard
17 teachers	2 custodians
3 counselors	4 food service employees
1 work coordinator	1 food service employee (part-time)
2 social workers	5 clerks
1 librarian	1 teacher aide

Table 1

Profile of Previous School Data for New Students Entering WSHS in September, 1971, Shown for Vocational Department and for Total School (Mean Value)

Variable	Auto	Business	Foods	All WSHS Students
Grade Point Average Range: 0=low–4=high	1.00 (N=42)	1.55 (N=62)	1.58 (N=30)	1.38
Citizenship Scores Range: 3=low–1=high	2.19 (N=42)	2.05 (N=64)	2.03 (N=30)	2.09
Number of Absences	16.5 (N=42)	12.8 (N=65)	15.3 (N=29)	14.5
IQ Scores	95 (N=38)	94 (N=55)	92 (N=25)	94
ITBS Composite Score at End of 8th Grade	8.0 (N=38)	8.3 (N=59)	7.4 (N=28)	8.0

Table 2

Reasons for Withdrawals and Dropouts at WSHS during the 1970-71 and 1971-72 School Years

Withdrawals	1970-71	1971-72
Transfer to Private or Parochial School	4	3
Moved/Attending School	0	1
Assigned to Tutorial School	0	0
Assigned to S.T.E.P.	0	0
Assigned to Continuation School	5	4
Conduct Tending to Demoralize	0	0
Physical Health	7	4
Psychological or Psychiatric Treatment	1	0
Suspension/Reassigned to Another School	0	0
Death	0	0
No Return/Reason Unknown	0	0
	17	12

Dropouts	1970-71	1971-72
Moved/Not Attending School	0	1
Pregnancy/Not Attending School	4	1
Suspension/Not Reassigned	0	0
Entered Armed Service	4	7
Entered Verified Employment	7	1
Needed at Home	0	0
Lack of Interest	0	8
Non-Attendance	12	4
Marriage	2	3
Reason Unknown	2	1
TOTAL	31	26

Nonpublic Schools

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NONPUBLIC SCHOOLS

GENERAL PURPOSE

- To improve the basic academic skills of Title I eligible children who attend nonpublic schools.
- To provide inservice training and facilities to Title I teachers in nonpublic schools.

PROGRAM DESCRIPTION

Private or parochial school children who live in Title I neighborhoods and who are achieving below grade level are eligible for Title I compensatory services. Under current State Department of Education and ESEA guidelines, the nonpublic schools which the children attend may be provided the use of educational equipment, supplies and services; allowances to meet the costs of field trips and outside-of-school tutorial programs; and inservice training for personnel of nonpublic schools. The guidelines also require that Title I programs for the nonpublic schools be administered through the public school system.

The nonpublic program in St. Louis presently consists of three basic areas of service: (1) multi-media services, (2) supplying materials requested by individual schools for specific instructional activities, and (3) inservice training for nonpublic school personnel.

Twenty-one nonpublic schools used the multi-media services last year. These services include a lending library for films and other audiovisual equipment and materials; delivery, service and repair of films and equipment, and inservice training in the use of the different types of audiovisual equipment and materials. The film library had 580 films of 185 titles during 1971-72. They are stored at the Audiovisual Services Center of the public schools. A part-time supervisor there maintains an annotated catalogue of the films, processes rental requests, and conducts workshops in the use of equipment and in various multi-media techniques. The nonpublic schools have copies of the annotated catalogues from which to order the films they want. Also, film previews are held periodically and nonpublic personnel recommend new titles for purchase.

In the area of specific instructional activities, the nonpublic schools plan instructional programs in the basic skills on the basis of their students' needs and submit written proposals to the Board of Education, stating the educational goals of the program and the materials, supplies and equipment needed. The proposals are evaluated for adherence to legal and budgetary guidelines, and upon their approval, purchase of

the requested items is authorized. Since only Title I eligible students may participate in Title I funded programs, many of the proposals for instructional programs request individualized learning materials and multi-media equipment which can be used alone by students.

The nonpublic schools submitted proposals for a total of 45 instructional activities covering reading, language arts, math, science and social studies. Thirteen of the programs were in basic reading skills and 12 were in basic math. The grade levels of the students involved ranged from first through twelfth.

Program organization in the schools varied but mostly followed two general arrangements. One was the learning center arrangement in which Title I materials and equipment were kept in a single location. The Title I children came to the center to use the materials and equipment. In some cases the children worked individually under the supervision of a teacher or an aide, and in other instances, remedial instruction was conducted at regularly scheduled times. The other most frequently used arrangement was for Title I teachers to use the Title I materials in small groups or individually within the classroom. Some schools using this arrangement had centralized storage while others kept the materials in the classroom.

During the summer, three nonpublic schools sponsored tutorial programs in basic reading and math skills.

In the inservice training area, nonpublic schools both submit proposals for inservice training designed by individual schools and participate in Title I funded inservice and staff development programs offered by the public school system. In the summer of 1972, seven nonpublic inservice programs were funded, most of them dealing with individualizing instruction and training in the use of new Title I equipment. Five of these inservice programs involved students. In addition, nonpublic personnel attended summer reading clinics and the Summer Inservice Workshop series sponsored by the public schools.

PROGRAM EVALUATION

The nonpublic Title I program last year consisted of three areas of service which were related in their basic goals of supplementing the educational fare of Title I children, but which were distinctly separate in their operations. They were the multi-media services, the instructional activities services during the regular school year, and a summer program of teacher inservice and student tutorial classes. Each area was evaluated separately.

Multi-media Services

The evaluation of the multi-media services yielded evidence of extensive use of the services by the nonpublic schools. The principal service was a film library which reported that 1,648 films (or an average of 82.4 films per school) were requested by the

nonpublic schools last year. This was a considerable increase over the average of 53 films requested per school the previous year. Ninety percent of the requested films (1,480 titles) were delivered, with the unfilled requests due to the films already being in use at another school. Principals and teachers indicated in the Title I Progress Report Outline, which was largely the basis of the multi-media service evaluation, that the films were well used, were helpful to the students, and met the objectives of the Title I instructional activities at their schools.

Title I also provided maintenance and repair of multi-media equipment in nonpublic schools. Last year, 124 pieces of equipment were repaired. They were mostly filmstrip projectors, tape recorders and record players.

A workshop in making and using transparencies was another service provided last year. It was attended by 25 nonpublic teachers.

No attempt was made to measure the effects the multi-media services had on the children. Films, which are the main activity, provide a variety of educational experiences, some of which influence academic achievement and some of which do not. For this reason the evaluator felt that feedback from teachers and principals was an adequate basis for evaluation.

Additional inservice was frequently requested.

The Progress Report Outline from teachers and principals included suggestions for improving the audiovisual services program. Among the suggestions were to increase inservice training in the use of media materials, to increase the number of films available, and to obtain a selection of films dealing with human values. Another suggestion, mentioned by three principals, was for an audiovisual consultant who would travel to each school to conduct inservice workshops. Three schools indicated there was a need among their staff for greater coordination in ordering and using the audiovisual materials and supplies.

The evaluator recommended that all of the suggestions be given serious consideration. In view of the numerous requests for inservice, it was suggested that the position of audiovisual supervisor be expanded to full-time and that the responsibilities include providing training in the use of multi-media materials to nonpublic school personnel during regular sessions before or after school hours or on Saturday. The evaluation also suggested that nonpublic school faculties should come together to discuss their mutual inservice needs and agree on common sessions to train the staffs from many different schools at one time. Principals could take an active role in organizing the needs assessment and requesting the workshops.

The evaluation also noted the persistent problem of film, tapes, records and other equipment being used with groups in which not all of the children are eligible for Title I. This problem remained in the nonpublic schools partly because the lack of personnel to service Title I students, partly because of the lack of space and adequate wiring, and partly because of the belief that segregation of students to use Title I films

and tapes was not in the best interest of the students.

Instructional Activities Program

The evaluation of the Title I instructional activities in nonpublic schools this year revealed many of the same strengths and weaknesses that previous evaluations had discovered. The nonpublic school teachers are committed to helping their students, but the evaluator found little evidence that teachers knew who the eligible Title I children were, the objectives of their schools' Title I program, or the area of concentration for the specific Title I instructional activity. An abundance of materials, supplies, and equipment was in evidence at most of the schools, but many of the teachers had never been taught how to use them. Principals and teachers express enthusiasm and gratitude for the materials and equipment but in many schools some of it still looks new, as if it were rarely, if ever, used. Large classes and the teachers' concern for teaching all of the children tend to prevent the Title I children from being given individualized or special remedial attention. Yet the schools cannot afford and Title I cannot pay for additional teachers or aides to conduct Title I instructional activities with the eligible children.

The nonpublic schools need a coordinated standardized testing program.

Finally, it is impossible to find out whether or not Title I children are making academic gains as a result of the Title I programs because there is no unified or coordinated testing program. For the most part no standardized tests were administered last year to primary children. Standardized tests were administered in grades 4 and above but not the same tests. And the reporting of some of the test results contained mechanical miscalculations and discrepancies in the number of students who took both pre- and post-tests. However, nonpublic administrators and teachers state that Title I instructional activities have been successful in improving students' skills.

The nonpublic schools are aware of many of the problems of the Title I programs in their schools. Some of the difficulties are the result of Title I guidelines. For example, the need for additional personnel to conduct the supplementary Title I programs and the need for a coordinated standardized testing program are two of the greatest hindrances to achieving and measuring success in the nonpublic Title I program. These are services that Title I cannot pay for but neither can the nonpublic schools.

In view of the recurring problems, and lacking statistical data on which to base an evaluation, the evaluator obtained recommendations from the nonpublic principals for improving the program.

The principals made the following recommendations, some of which can not be implemented under current guidelines:

1. Nonpublic schools need additional adult assistance. Remedial teachers, aides, and tutors need to be paid with Title I funds.
2. Diagnostic and remedial services are needed. The St. Louis Public Schools' Reading Clinics or visiting specialists could be used to provide the service.
3. Counseling services and guidance personnel should be provided either at the schools or through mobile units.
4. Inservice education in the use of newer materials and equipment should be provided to teachers and aides.
5. Additional materials and supplies are needed.
6. Evaluation could be improved through a specific testing instrument with machine scored results.

The evaluator acknowledged the administrators' suggestions as being needed. However, Missouri State laws will need changing before shared time can be realized. It is questionable to provide additional materials and supplies unless instructional projects concentrate on eligible and identified Title I students. Inservice education is being offered at the present time but its results in improving instruction cannot be known immediately. Improved evaluation, with objective test data for all of the students involved, is an immediate need which can be accomplished.

The following suggestions, which are possible to carry out under Title I guidelines were developed by the evaluator in consultation with both nonpublic and Local Education Agency (LEA) administrators:

1. Nonpublic school administrators should involve the classroom teachers in planning, implementing, and evaluating specific Title I projects.
   a. Based upon the number of eligible students, the principal might identify teachers who would concentrate on teaching educationally deprived students.
   b. The evaluator could plan several meetings in early fall to acquaint teachers with Title I guidelines, objectives, and testing requirements.
   c. An attempt should be made to develop a Title I program (1) benefiting children district wide, (2) between clusters of cooperating schools, and then, (3) for individual schools.
   d. Reduce the scope of projects within the individual school. Write a project to focus on primary reading, intermediate mathematics, etc. Do not extend the programs beyond the school's human resources.
   e. Write behavioral objectives for specific groups of children, i.e., levels 1, 2, and 3 in language arts, or 12- and 13-year old students in mathematics skills. Be as specific as possible in knowing the goals, strategies, and evaluation techniques.
   f. Concentrate on a total program to help the specific group of eligible students. Consider the supplies on hand. Strengthen existing project(s) before requesting different equipment and supplies.

g. Teachers should be aware of the importance of evaluation and the need for pre- and post-test data for eligible Title I students.

2. Regularly scheduled inservice training sessions for teachers and administrators during the school year should be requested by the nonpublic school personnel and provided by the LEA. Cooperative planning is needed to meet the special needs of Title I teachers.
3. Efforts should be continued by the LEA and nonpublic school administrators so that programs can be implemented at the beginning of the school year.
4. Continue to coordinate activities of the multi-media division with administration and evaluation so that a minimum amount of paperwork is required of the nonpublic school administrator. Additional clerks in the LEA and the use of the LEA computer have been helpful.
5. A uniform testing program is needed in order to evaluate the projects as required by the State Title I guidelines.
   a. The Iowa Test of Basic Skills is recommended for grades 2-8 because of the comparable results with the LEA. The Test of Academic Progress is recommended for the high schools.
   b. Logistics of test supplies should be managed through the LEA's multi-media storage and delivery service.
   c. Machine scoring and computer printouts for the individual nonpublic school should be considered. Identification of eligible students and evaluation would be more complete.
   d. Radio testing in the same manner as the LEA is recommended for the spring of each year. Consistent administration of the tests would result after a trial period.
   e. Comparison of nonpublic Title I students with the nonpublic non-Title I students is suggested for the 1972-73 school year. Also a comparison with the Title I public school children might be helpful.
6. A continued effort must be made to strengthen a cooperative spirit between the LEA and the nonpublic schools. It is relatively easy for LEA personnel and public school parents to think of their problems without regard to nonpublic situations. On the other hand, the nonpublic school personnel often consider their needs as absolute without understanding the full implications for the LEA. Joint meetings, such as the Title I–Trend Council, could be one means of communicating with each other.

Some progress toward better communication and implementation of Title I guidelines for nonpublic school personnel was made during the past year. Progress has been demonstrated in the regular and informal discussions between the nonpublic and public school teachers, administrators, and parents. Participation in inservice workshops, summer tutorial classes and the provision of additional services are examples of an

improved climate of cooperation. The challenge to have creative projects which improve the basic skills of eligible Title I students under current state and federal guidelines remains with the nonpublic school teachers and principals, while concern for accountability and valid evaluation are responsibilities which all must share and which require consultation, consideration, understanding, and cooperation.

Nonpublic Summer Program

Inservice for teachers and student tutorial activities were conducted at nonpublic schools during the summer of 1972. In addition, nonpublic school staff participated in reading clinics and summer training programs conducted by the public schools.

Nine nonpublic schools had programs in their own buildings. Seven schools had inservice programs for teachers, five of which involved working with students. Three schools had tutorial programs in the basic skills. A total of 79 teachers, 12 teacher aides, 10 consultants, 6 student tutors, and 269 students participated in these activities at the nine schools.

Five nonpublic school teachers attended Title I reading clinics to obtain certification as reading specialists. Another 102 teachers, 20 administrators, and 11 aides from nonpublic schools participated in the workshop series sponsored by the LEA. Sixty-two different workshops covering 20 topics were offered during this six-week long series, and many nonpublic personnel attended more than one workshop. They indicated on questionnaires evaluating the series that they were pleased with the training and several volunteered to participate in a follow-up study in January, 1973, to determine if the main ideas presented in the workshops are being implemented in the classroom.

Most of the evaluation of the nonpublic summer program was concerned with the programs conducted at the nonpublic schools. The information which the evaluator used included (1) results from a questionnaire completed by the participants of each inservice program, (2) attendance and participation records of students and teachers, (3) standardized test data, and (4) observations of each program.

The questionnaire, which was returned by 93% of the teachers and aides, indicated that most of the teachers had felt satisfied with the inservice and planned to implement what they had learned during the regular school year. The evaluator observed teachers and aides in the workshops practicing the use of the Title I equipment and materials, organizing learning centers, and examining a variety of new Title I equipment and materials. Some worked with small groups of students to learn to individualize instruction. In general the teachers and students and consultants appeared enthusiastic about what they were doing. However, the evaluator questioned the focus of most of the workshops. They appeared to pertain more to general education practices than to the special needs of Title I children or the individualized and remedial nature of Title I programs. The best indicator of the value of the summer program will be the extent

to which the supplementary instruction of Title I children improves during the coming year.

Attendance data and pre- and post-test results for math were collected for the students in the three summer tutorial programs. The average attendance rates at two schools, 82 and 84 percent, was comparable to the attendance rates for a regular school year. At the other school, the average attendance rate was only 54 percent. That school had an irregular starting time and was competing with another summer program in the area which had free lunch. The pre- and post-test data to measure academic results was considered inconclusive as evidence of success or failure of the tutorial projects. Each school used a different standardized test, and only math scores were reported, even though the objective of each of the projects was remediation in basic skills. In two schools (the same ones which had regular attendance) the rate of gains shown in six weeks would, if extrapolated, become the average gain usually made by the educationally deprived students during the regular school year. But the evaluator concluded that the use of different tests, the brief sessions, and the small number of students involved limited the value of this test data.

Several recommendations were made for improving the organization of the summer programs and bringing them more into line with the purpose of Title I. Adequate planning of the programs to focus attention on the needs of Title I children was a principal recommendation. The planning period should allow enough time for review of the program proposal by both nonpublic staff and LEA administrators and time for the needed revisions to be made. Program goals should be written in terms of behavioral objectives which have a realistic chance of being achieved and an evaluation plan, based at least in part on complete statistical data, should be specified. The evaluation also pointed out the importance of implementing the program as approved. A recommendation related specifically to inservice was that theachers who work with Title I children should be identified prior to the workshop and involved in the planning sessions. They should be informed of the Title I goals and guidelines in order that they might focus attention on what is needed by Title I children. Inservice sessions during the regular school year should be related to the immediate problems of teachers of Title I children.

The Title I summer programs, both tutorial and inservice, showed a great need in the areas of planning, management, and methodology. However, the teachers and the students seemed enthusiastic about the summer programs, and despite the lack of data, there is no reason to believe that positive learning experiences did not occur. In general, the summer tutorial programs for students and the inservice workshops for teachers have the potential for great benefit to Title I children in nonpublic schools and should be improved upon and continued.

NONPUBLIC SCHOOLS

Number of students served:

2,019 during regular school year
269 during summer programs

Staff:

1 audiovisual supervisor (part-time)
1 driver (part-time)
3 aides (summer only)

Locations:

Central Lutheran
Markus
Trinity
Zion

St. Bridget – C.C.C.
St. Leo – C.C.C.
Compton Heights
Holy Guardian Angels
Holy Name
St. Alphonsus High School
St. Barbara
St. Francis Xavier
St. Joseph Croatian
St. Mark
St. Mark High School
St. Matthew
St. Nicholas
St. Rose
St. Roch
Visitation – Holy Ghost
Catholic School Guidance Office

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